**Depth Study 1- Research and Artefact Task**

**Task**: Students investigate\* one of these societies from the Western or Islamic world in depth:

* **The Vikings**
* **Medieval Europe**
* **The Ottoman Empire**
* **Renaissance Italy**

**Common Assessment:**

Students are asked to do the following:

**✓** once achieved

1. Identify one aspect of your chosen/assigned society to research (choose one of the four Investigation Topics of your society)

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1. Develop a set of six questions to guide your research

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1. One of these questions must investigate: *How were people were influenced by their beliefs and values?*

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1. Conduct research to answer the questions

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1. Include a bibliography

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1. Write a two page report using your questions as sub-headings (Font: Arial, Font Size: 11, Spacing: 1.5)

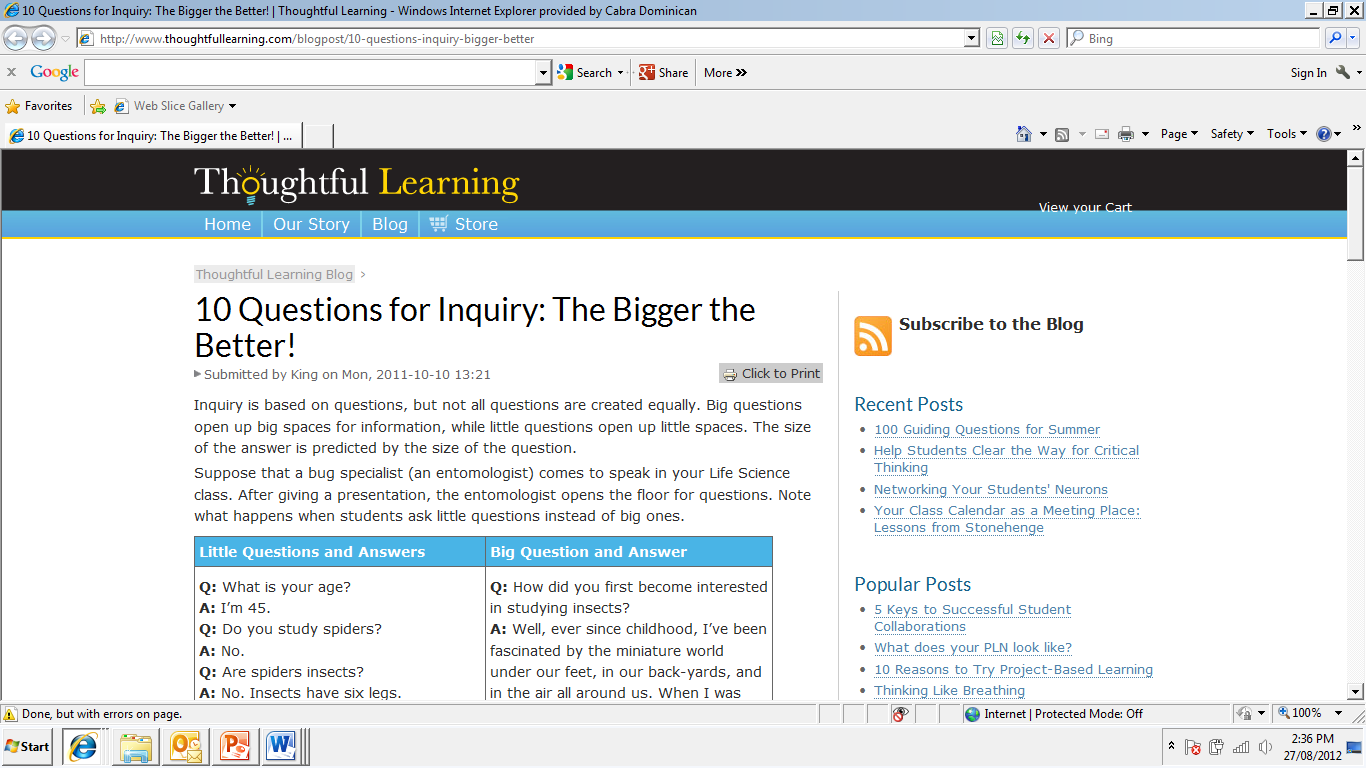
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1. Plan and create your artefact related to the research.

To learn more about developing good questions for inquiry read the following article:

**10 Questions for Inquiry: The Bigger the Better!**

<http://www.thoughtfullearning.com/blogpost/10-questions-inquiry-bigger-better>



**\*Investigation topics**

- Choose one of the four societies, then choose one Investigation Topic (below it) to research:

1. **The Vikings (c.790 – c.1066)**
   1. The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society
      * Literacy

Investigation Topics

* + - Personal and social capability
    - Critical and creative thinking
    - Ethical behaviour
  1. Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade
     + Literacy
     + Intercultural understanding
     + Critical and creative thinking
  2. Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion
     + Literacy
     + Intercultural understanding
     + Critical and creative thinking
     + Ethical behaviour
  3. The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson

**OR**

1. **Medieval Europe (c.590 – c.1500)**
   1. The way of life in [Medieval](http://www.australiancurriculum.edu.au/Glossary?a=13982176-3262-47ea-9ec5-9e4600a31686&t=Medieval) Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
      * Literacy

Investigation Topics

* + - Personal and social capability
    - Critical and creative thinking
  1. Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, [medieval](http://www.australiancurriculum.edu.au/Glossary?a=13982176-3262-47ea-9ec5-9e4600a31686&t=Medieval) manuscripts and music
     + Literacy
     + Intercultural understanding
     + Critical and creative thinking
  2. [Continuity and change](http://www.australiancurriculum.edu.au/Glossary?a=13982176-3262-47ea-9ec5-9e4600a31686&t=Continuity%20and%20change) in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
     + Literacy
     + Critical and creative thinking
     + Ethical behaviour
  3. The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

**OR**

1. **The Ottoman Empire (c.1299 – c.1683)**
   1. The way of life in the Ottoman [Empire](http://www.australiancurriculum.edu.au/Glossary?a=13982176-3262-47ea-9ec5-9e4600a31686&t=Empire) (social, cultural, economic and political features) and the roles and relationships of different groups in society

Investigation Topics

* + - Literacy
    - Personal and social capability
    - Critical and creative thinking
  1. Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman [Empire](http://www.australiancurriculum.edu.au/Glossary?a=13982176-3262-47ea-9ec5-9e4600a31686&t=Empire), such as the fall of Constantinople in 1453 AD ([CE](http://www.australiancurriculum.edu.au/Glossary?a=13982176-3262-47ea-9ec5-9e4600a31686&t=CE)), art and architecture.
     + Literacy
     + Intercultural understanding
     + Critical and creative thinking
  2. Relationships with subject peoples, including the policy of religious tolerance
     + Literacy
     + Intercultural understanding
     + Critical and creative thinking
     + Ethical behaviour
  3. The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman [Empire](http://www.australiancurriculum.edu.au/Glossary?a=13982176-3262-47ea-9ec5-9e4600a31686&t=Empire)
     + Literacy
     + Critical and creative thinking

**OR**

1. **Renaissance Italy (c.1400 – c.1600)**
   1. The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society
      * Literacy

Investigation Topics

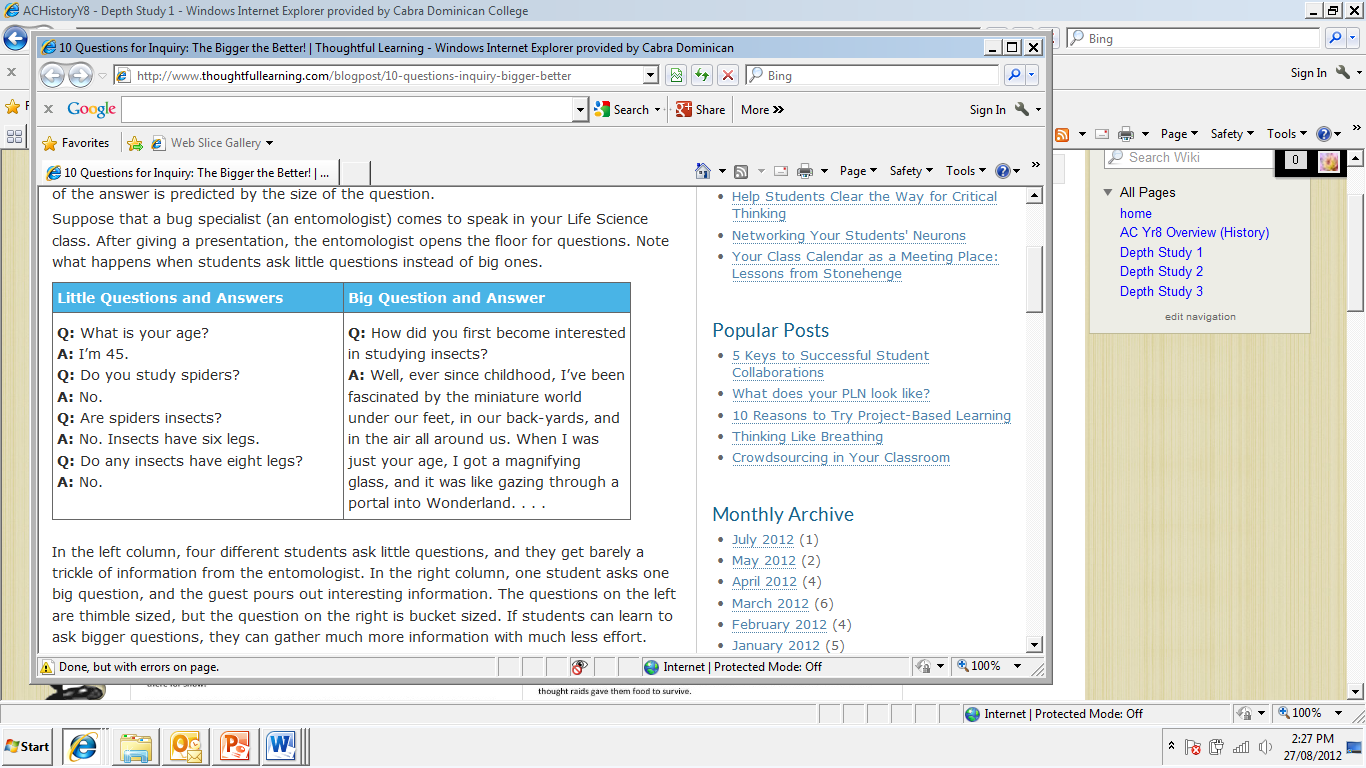
* + - Personal and social capability
    - Critical and creative thinking
  1. Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning
     + Literacy
     + Critical and creative thinking
  2. Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples
     + Literacy
     + Critical and creative thinking
  3. The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli
     + Critical and creative thinking
  4. The spread of Renaissance culture to the rest of Europe, and its legacy
     + Literacy
     + Intercultural understanding
     + Critical and creative thinking
     + Literacy
     + Critical and creative thinking

10 Questions for Inquiry: The Bigger the Better!

Submitted by King on Mon, 2011-10-10 13:21

Inquiry is based on questions, but not all questions are created equally. Big questions open up big spaces for information, while little questions open up little spaces. The size of the answer is predicted by the size of the question.

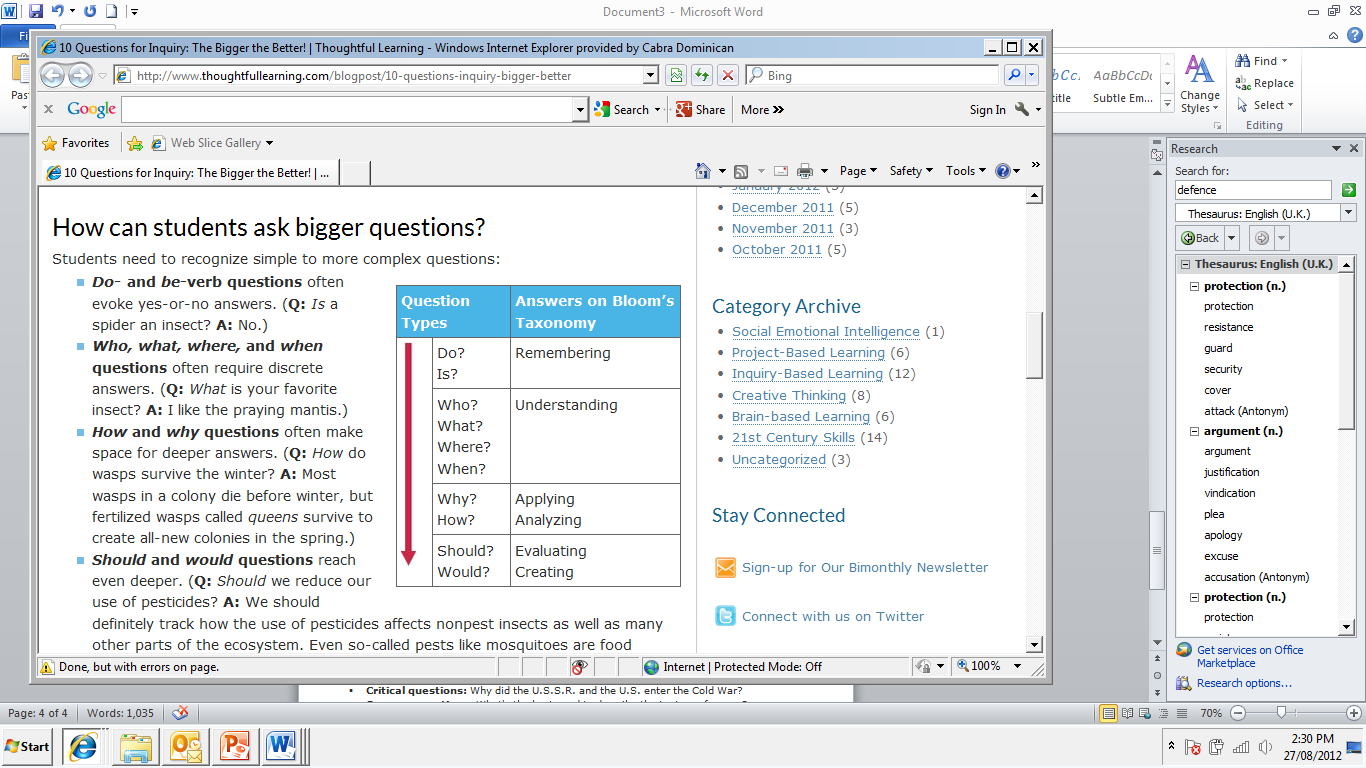
Suppose that a bug specialist (an entomologist) comes to speak in your Life Science class. After giving a presentation, the entomologist opens the floor for questions. Note what happens when students ask little questions instead of big ones.



In the left column, four different students ask little questions, and they get barely a trickle of information from the entomologist. In the right column, one student asks one big question, and the guest pours out interesting information. The questions on the left are thimble sized, but the question on the right is bucket sized. If students can learn to ask bigger questions, they can gather much more information with much less effort.

How can students ask bigger questions?

Students need to recognize simple to more complex questions:



* ***Do-* and *be*-verb questions** often evoke yes-or-no answers. (**Q:** *Is* a spider an insect? **A:** No.)
* ***Who, what, where,* and *when* questions** often require discrete answers. (**Q:** *What* is your favorite insect? **A:** I like the praying mantis.)
* ***How* and *why* questions** often make space for deeper answers. (**Q:** *How* do wasps survive the winter? **A:** Most wasps in a colony die before winter, but fertilized wasps called *queens* survive to create all-new colonies in the spring.)
* ***Should* and *would* questions** reach even deeper. (**Q:** *Should* we reduce our use of pesticides? **A:** We should definitely track how the use of pesticides affects nonpest insects as well as many other parts of the ecosystem. Even so-called pests like mosquitoes are food sources for birds, bats, and frogs. . . .)

Note how different types of questions lead to different levels of answers on Bloom’s Taxonomy.

*Inquire: A Guide to 21st Century Learning* includes a whole chapter on asking questions. It can help your students ask a variety of big questions:

* **Creative questions:** Why do we call it [Germany instead of Deutschland](http://www.straightdope.com/columns/read/443/why-are-there-so-many-names-for-germany-aka-deutschland-allemagne-etc)?
* **Critical questions:** Why did the U.S.S.R. and the U.S. enter the Cold War?
* **Sensory questions:** What's the best word to describe the texture of a pear?
* **Thought questions:** If Saturday were a place, how would it look?
* **Historical questions:** Why do people want to build empires?
* **Futuristic questions:** Should my town grow, stay the same, or shrink?
* **Global questions:** Why does over half of the U.S. population [live by coasts](http://oceanservice.noaa.gov/facts/population.html)?
* **Metaphorical questions:** How is a cell like the solar system?
* [**SCAMPER**](http://creatingminds.org/tools/scamper.htm) **questions:** How can I get two or more results from this system?
* **Socratic questions:** What could result from your idea?